R E P O R T R E S U M E S

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GREAT CITIES IMPROVEMENT PROGRAM, A ST. LOUIS PROJECT PROPOSAL. THE SCHOOL AND COMMUNITY WORK-RELATED EDUCATION PROGRAM.

SAINT LOUIS PUBLIC SCHOOLS, MO.

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PROPOSED IS A COOPERATIVE SCHOOL-COMMUNITY PROJECT TO DEVELOP AN EDUCATIONAL IMPROVEMENT AND VOCATIONAL TRAINING PROGRAM FOR DISADVANTAGED YOUTH IN THE INNER CORE OF ST. LOUIS. THE TARGET POPULATION IS A GROUP OF RELUCTANT, UNDERACHIEVING LEARNERS IN THE HIGH SCHOOLS. A SCHOOL-WORK PROGRAM WILL PROVIDE PART-TIME JOBS FOR 300 PUPILS, WHO WILL BE CAREFULLY SUPERVISED. PROJECT PERSONNEL WILL INCLUDE TEACHERS, PARENTS, EMPLOYERS, AND LABOR ORGANIZATIONS. COUNSELOR-WORK COORDINATORS WILL DEVELOP JOB OPPORTUNITIES, PERFORM COMMUNITY RELATIONS FUNCTIONS, AND COUNSEL STUDENTS AND TEACHERS. THEY WILL ALSO SERVE AS LIAISON WITH PARENTS. CLASSROOM TEACHERS AND SOME SPECIALISTS WILL TEACH BASIC SKILLS AND "PRACTICAL ARTS" ON AN INDIVIDUALIZED BASIS. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ST. LOUIS PUBLIC SCHOOLS

GREAT CITIES IMPROVEMENT PROGRAM

A ST. LOUIS PROJECT PROPOSAL

UD 005 721

THE SCHOOL AND COMMUNITY WORK-RELATED EDUCATION PROGRAM

St. Louis Public Schools

Great Cities Improvement Program

A. St. Louis Project Proposal

	Page
THE LOCALE OF THE PROJECT	1
PROPOSITIONS TO BE TESTED	2
DESCRIPTION OF THE PROPOSED PROJECT	3
The Responsibilities of the Teacher-Counseling Group	4
Work-Coordinators	6
Teachers	6
Guidance - Evaluation	7
CONTINUING THE PROJECT BEYOND THE EXPERIMENTAL STAGE	7
ACTIVITIES OF THE PROJECT	7
Activities Involving the Counselors-Work Coordinators	7
Activities Involving the Pupil	8
Activities Involving the Classroom Teacher	8
EXPECTED OUTCOMES	9
With Respect to the School	9
With Respect to the Child	10
With Respect to the Community	10
RELATION TO THE CENTRAL PROJECT	10
BUDGET	11

December 1959

GREAT CITIES SCHOOL IMPROVEMENT STUDIES
EDUCATION OF CULTURALLY DEPRIVED CHILDREN

ST. LOUIS PUBLIC SCHOOLS

Title: The School and Community Work-Related Education Program

This project proposes to see if the educational system, business, management, and labor organizations can, by working together, upgrade the work potential of the culturally deprived group in the 16 - 20 age bracket and move in the direction of alleviating the wide-spread unemployment presently prevalent in this group.

LOCALE OF THE PROJECT

The central section of St. Louis is bounded by the river on the east, and running roughly 25 blocks north and 25 blocks south of the business district and extending about 40 blocks to the west in an irregular pattern. The four secondary schools involved in this project would be McKinley, Vashon, Hadley and Central.

Hadley is a comprehensive high school; the other three are what are usually termed general high schools. The total number of students enrolled in these four secondary schools in 5981. Only about 300 of these students would be involved in this proposed project. The population of this area is made of about 40% white and 60% Negro. Part of the white population has recently migrated from rural areas south of St. Louis to work in semi-skilled factory jobs. A considerable portion of the Negro population in this area has moved into the St. Louis area recently from South Missouri and southern states. There would be about the same ratio (60-40) of pupils in the proposed project.

PROPOSITIONS TO BE TESTED

The objective of the proposed St. Louis project is to determine if an educational and vocational program can be developed for the culturally deprived reluctant learner who potentially may be unemployable if not properly and diligently trained.

We would have to experiment with and test the following propositions:

A. Can a work-related program, involving on-the-job training and concurrent academic upgrading be developed to meet the basic educational needs of culturally deprived children, who are also handicapped by poor habits of learning and have failed to acquire sufficient elementary education to make even a feeble attempt at regular secondary education?

> This type of young person inevitably withdraws from school, due to lack of success in traditional secondary environment. He seldom can find a job, and when he does he is so poorly trained that before many months he is replaced by younger, similarly unskilled labor.

B. Can jobs be found in the St. Louis area for this type of individual?

> We have had a very limited full time, two year program for some 100 of these pupils in three of our high schools for the past six years. At the end of two years of schooling in a program designated as Terminal Education we have been able to place the majority of these pupils in jobs. The employers have been well satisfied with the work of these Terminal Education pupils.

C. Can boys and girls of this type be motivated by actual job situations and the satisfaction received from earning to put serious efforts on their academic subjects so they may be upgraded on the job?

> Ten or fifteen years hence automation will make it even more difficult to find jobs for this group. This nation is committed to either jobs or substancial refief for all. Some way must be found of training the majority of all of our pupils for gainful, steady jobs. The juvenile delinquents in our city are found mostly among this group.

D. Can there be developed in this group a sense of pride and achievement in occupations which, according to academic and semi-skilled vocational standards are menial?

> One or two cities have experienced in this area of trying to develop sound job attitudes and pride in being able to hold a job successfully. If the pupil if placed in situations where he can see some point to his trying to learn at an age before he becomes totally resistant to all teaching, there may be some hope of success.

E. Can this group be motivated to perform successfully over a period of years in jobs which offer less compensation and no prestige; can he be advanced or upgraded; can his earning power increase enough to support his more mature needs?

The entire community has a vital stake in trying to solve the problem of the groups who are handicapped by mental capacity, motivation, or degree of educational proficiency. They, in their present state of insecurity, can neither produce nor consume.

DESCRIPTION OF THE PROPOSED PROJECT

We propose to find part-time jobs for 300 pupils who are poorly motivated or inadequately equipped for secondary education and work out for each one of them a combination school-work program. With the help of teachers, parents, employers and labor organizations, we hope to motivate these pupils to increase their language, arithmetical and vocational skills.

We propose to give careful supervision to each pupil; there would have to be full time supervision during the summer months if the employers are willing to keep them employed during this time.

We propose to select pupils from the four high school areas - McKinley, Vashon, Hadley and Central - where a high percentage of the enrollment falls into the category of culturally deprived. Other criteria used in their selection would be that they show strong indications of being poorly motivated or inadequately equipped for standard secondary education.

We propose to start the project several weeks in advance of the of the opening of school in September. Innumberable contacts with employers and labor organizations would have to be made. The pupils and the jobs will have to be matched up by skilled vocational counselors. We will have to determine what kinds of jobs these pupils can fill.

Ideally each pupil would go to school (one-half day and work the other half-day.) We have to be flexible and fit our program to the needs of the employer: two young people could hold the same job and work alternate days, or one could work in the morning, the other in the afternoon.

The employers and the experienced workers would be asked to aid in determining part of the course of study for these pupils. We would not attempt to teach just vocational skills but would hope that we can motivate these young people to improve their reading, writing and arithmetical skills. We would hope that the skills required on the jobs would demonstrate to these young people the necessity for purely academic subjects.

The community itself will have to be persuaded to a willingness to work with this type of young person, especially in a large city where there are many more applicants much better suited for these jobs. It would not be an experiment if we knew all the answers.

If the program is successful we would have established the framework for improving the capacities of these culturally deprived pupils. We would alleviate the unemployment problem in the age group 16 - 20 year olds; we would train teachers and counselors in the skills of vocational placement, community relations and working successfully with the culturally deprived.

The Responsibilities of the Teacher-Counseling Group

Ten counselors - work coordinators would survey industry for potential part-time jobs. These counselors would serve in full-time community relation jobs.

Ten teachers would be selected from volunteers to work morning and afternoon (depending upon the pupil's job program) in all needed academic, and job related areas.

Each high school has three administrators, at least two counselors and a pupil welfare worker who would be involved in a supervisory or coordinating capacity with the project.

A project supervisor, trained in guidance, evaluation and work supervision programs, would be in direct charge of the program and charged with providing continuous evaluation of the project.

Work-coordinators (10 persons - trained as counselors) These persons would be selected to:

1. In cooperation with existing employment agencies, determine the job opportunities on (a part-time training basis) prepare detailed descriptions of these jobs. This would have to be done before school starts in September 1960 or before the project starts.

done X 2. Contact civic, labor and social groups to develop an interest in the program.

X 3. Contact the parents of pupils selected to gain their support and understand the pupil's backgrounds.

4. Counsel with students and teachers to assure coordination and a realization of individual needs.

5. Work with the teachers to help develop proper classroom procedures and programs.

6. Prepare job analyses to assure the development of suitable learning processes.

Teachers (10)

1. These would be selected on basis of training, interest and understanding of children.

2. The director of the project would hold workshops for the counselors and teachers, with contributions from all members, for ten days prior to the opening of school. These workshops would develop brief syllabi for courses offered and outline classroom procedures.

Guidance-Evaluation (2)

The project director would choose two from the ten counselor-work coordinators to serve part-time as guidance counselors within the schools, on a rotating basis. These two would also serve as testers and aid the project director in evaluating the project.

CONTINUING THE PROJECT BEYOND THE EXPERIMENTAL STAGE

If the project proved successful, the Instruction Department of the St. Louis Public Schools would request the Board of Education to assume complete charge and establish the project as an intergral part of the instructional program. We would plan to expand the program within the limits of the budget.

No doubt, that, if the program is successful, the original ten work coordinators would have established sufficient permanent contacts to enable them to expand the program to a considerable extent without adding many additional work coordinators.

ACTIVITIES OF THE PROJECT

Activities Involving the Counselors-Work Coordinators

a. Survey the City of St. Louis to determine work related job opportunities, geared to the needs of these 300 students.
b. Compilation of job data relative to the opportunities procured.
c. Compilation of data on the individual students, relating to assignment to various types of jobs available.
d. Contact management, labor and welfare agencies to assure community understanding, cooperation and expansion of the program.
e. Counsel with teachers and students to assure coordination of the curriculum and the needs of the pupils on the job.
f. Counsel with employers to develop proper work experiences.
g. Work with employers and pupils to upgrade each pupil in his job.

Activities Involving the Pupil

a. He would obtain a job as soon as possible, with the aid of one of the counselors.

b. He would determine, with the aid of the employer and the counselor, what related vocational skills he might acquire in school.

c. He would determine, in conference with his counselor, his on-the-job boss and some experienced worker in a similar job, what academic subjects he should pursue.

d. He would arrange his work and school schedules so that he could obtain maximum time in each area.

e. He would confer with his counselor and his parents in arranging study time on a limited basis, of course.

f. He would confer with his parents and counselors to arrange for him to develop some recreational interests along constructive lines.

g. He would arrange to pay a certain part of his expenses at home in order to learn the value of what he earns.

h. He would confer at least twice a month with his employer and counselor as to his progress on the job.

i. He would confer frequently with his teachers and counselor as to his work in the classrooms.

Activities Involving the Classroom Teacher

a. We would have to select specialists in the three main academic areas; we would want the type of teacher who can understand and motivate pupils who have, for many months, formed bad habits and poor attitudes toward academic work.

b. We would have to find Practical Arts teachers willing to take a few of these pupils on a two day per week basis and be tolerant of having individual assignments for them.

c. The classroom teacher must have enough understanding and knowledge of industrial practices to communicate intelligently with the pupils about their job problems.

d. The classroom teacher would have to handle the pupils on an individual basis; would have to teach fundamentals thoroughly, and in limited time, and not overload the pupils with homework.

EXPECTED OUTCOMES

The outcomes are inevitably bound up with the objectives. To predict even the extent of the expected outcomes is difficult when only one large city, that we know of, has had any project which remotely resembles this one. We are confident however, that the activities carried on during this project will:

a. Increase the competence of these pupils in language, reading and arithmetic skills.

b. Increase the capacity of these pupils to obtain and hold a job.

c. Reduce, at least to some extent, juvenile delinquency.

d. Upgrade workers on the job.

e. Attempt to solve some problems of employment as related to race.

f. Bring the community to a greater awareness of the fact that some pupils require strong motivation to learn.

g. Gain better community understanding of the causes of unemployment of 16-20 year old persons and the problems connected with educating the culturally deprived: certainly we must have their support or conditions will worsen.

RELATION TO THE CENTRAL PROJECT

It is obvious that two major problems of the culturally deprived are education and employment. We need to determine if we can alleviate these two vital deficiencies by some practical approach.

BUDGET

	Fund	School District	Total
Project Director	$8,400		$8,400
Training Teachers - Workshop	6,000		6,000
Counselor-Work Coordinators (10)	70,000		70,000
Transportation for Coordinators		3,000	3,000
Teachers (10)		60,000	60,000
Practical Arts Teachers (6 part time)		12,000	12,000
Secretarial Services	4,000		4,000
Educational Materials and Expenses			
Books Supplies		7,500	7,500
Transportation - Counselors	3,600		3,600
Special Equipment for Shop and laboratories		already available	
Totals	92,000	82,500	174,500